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vous le dire se termine à l'infinitif en *oir*, comme *recevoir*.

La quatrième se termine à l'infinitif en *re*, comme *rendre*.

*Mlle.* Bravo Jeanne. J'écrirai maintenant la conjugaison du verbe auxiliaire avoir sur le tableau noir.

Avoir, ayant, eu, ai, eus.

*Mlle.* Que voulez-vous savoir Jeanne?

*Jeanne.* Qu'est-ce que cela vient dire—avoir, ayant, eu, ai, eus?

*Mlle.* Votre question est opportune.

On distingue dans les verbes des temps primitifs, ces temps servent à former les autres temps, qu'on appelle temps dérivés.

Il y a cinq temps primitifs.

Le présent de l'infinitif.

Le participe présent.

Le participe passé.

Le présent de l'indicatif.

Le passé défini.

Le présent de l'infinitif forme deux temps : Le futur et le conditionnel.

Le participe présent forme trois temps : Le pluriel du présent de l'indicatif, l'imparfait de l'indicatif, le présent du subjonctif.

Le participe passé forme tous les temps composés.

Le présent de l'indicatif : L'impératif par la suppression du pronom et l'on retranche *es* finale à la deuxième personne du singulier dans les verbes de la première conjugaison.

Du passé défini on forme : L'imparfait du subjonctif.

*Mlle.* Oui. Hélène, vous avez encore une question à m'adresser?

*Hélène.* Oh! c'est ce subjonctif, jamais de la vie je n'y verrai clair.

*Mlle. Guinand.* Ne dites pas cela, Hélène, vous arriverez bien à bout de cette difficulté. Mais aujourd'hui ne parlons plus de verbes. L'emploi du subjonctif sera pour une autre leçon. Prenons "La Belle Nivernaise" et lisons quelques pages. Ce sera le dessert de notre leçon.

## Physical Training

Carl J. Kroh

Caroline Crawford

It is the purpose of the Physical Training Department to outline by the close of the year a graded course of gymnastics, adapted to the various grades. This course will be based on the following divisions of subject-matter:

I. Tactics. Order Exercises: Relative positions. Movements of the individual, rank, column. Movements on place; from place. Formation of ranks and bodies of ranks; columns. Formations in and of ranks; transformation of bodies, etc.

II. Free Standing Movements and Exercises: Exercises without the use of apparatus. Movements of the head, shoulders, arms, trunk, legs, feet. Elevation, flexion, extension, rotation, circling.

III. Light Gymnastics: Free standing movements and exercises with the use of hand

apparatus, as dumb-bells, Indian clubs, wands, poles, rings, elastic bands, sacks, balls, etc.

IV. Apparatus Gymnastics: Exercises on gymnastic apparatus, as horizontal and parallel bars, ladders, rings, poles and ropes, round swings, vaulting machines, etc.

V. Athletics: Jumping, running, pole-vaulting, putting the shot, etc.; wrestling.

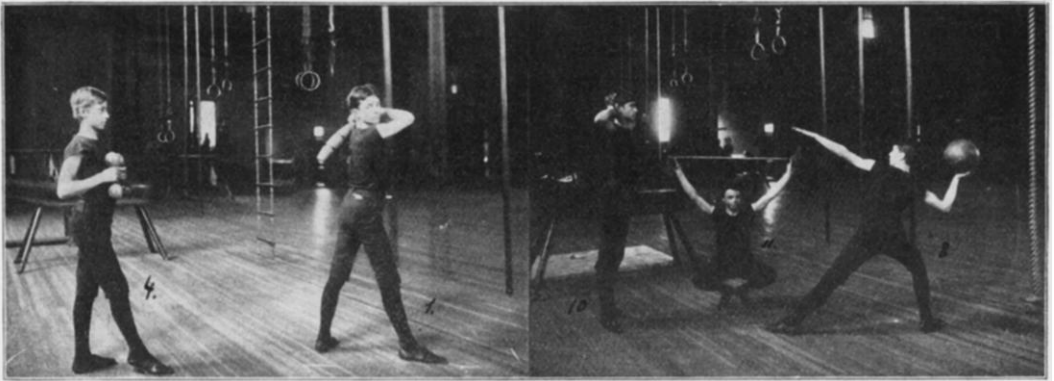
VI. Plays and Games—recreative and competitive. Antagonistics.

VII. Special Work: Foil, sword and bayonet fencing; exercises with the single-stick; boxing, etc.

VIII. Remedial work.

Defensive exercises, as fencing and boxing, preparatory to special practice, are included under I, II, and III.

Work designated assistive, resistive, co-operative, as physical work without apparatus, implies the reliance of gymnasts upon each other in the execution of exercises; assistance



or resistance being required of one or the other, or several—according to the purpose intended. The substitution of pupils in lieu of gymnastic apparatus includes work under this head.

Esthetic, "artistic" gymnastics find their highest expression in gymnastic compositions and "roundels," suggestive of interesting "themes." They include tactics and activities illustrative of definite gymnastic thought, generally accompanied by music or singing.

Fancy steps are derivations of the forms of exercise occurring under I and II, with rhythmic changes in execution. In their execution the body as a whole participates, as in walking, gliding, skipping, hopping, bounding, etc. They are considered in their regular place in the order of adaptations.

Remedial work, a special form of work, is applied to defective and nervous children. As corrective work, it includes work for most ordinary defects, superinduced by forced durance in schools, etc. It consists of movements, free

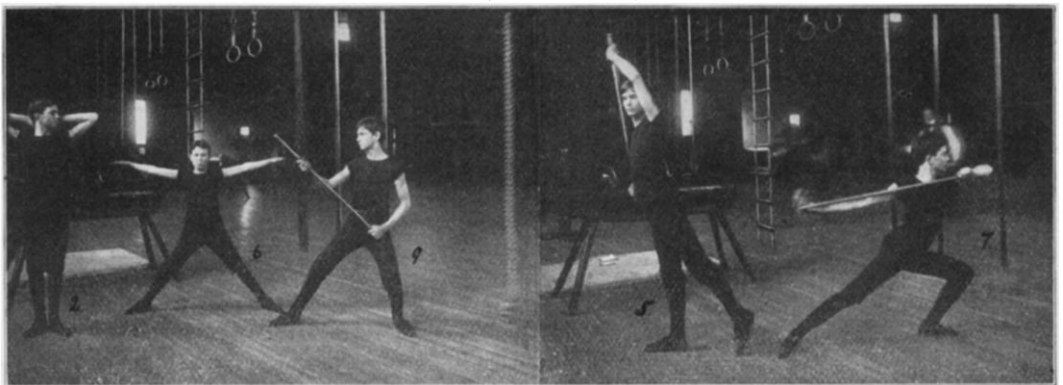
exercises, standing, sitting, lying; of assistive and re-istive work, carefully adapted and prescribed with reference to individual needs.

### Free Exercises

Free standing movements and exercises of the first order consist of: Positions and simple movements; simple exercises and combinations; complex movements and exercises; and combinations.

Movement forms include elevation, as of the arms and legs; flexion and extension; also rotation and circling of the head (neck), trunk, arms, and legs; turn-bending of the head and trunk. Other forms, as stretching, swinging, striking, and thrusting, imply variations in modes of execution.

The basic positions embrace: (1) Half-stride positions, the fundamental and



Positions shown in cuts: (1) half-stride; (2) fundamental; (3) close-standing; (4) step; (5) half-standing; (6) stride; (7) lunging; (8) reverse-lunging; (9) fencing; (10 and 11) tip-toe and bent-knee positions.

close-standing positions, step positions, and half-standing positions; (2) stride positions, lunging positions, reverse lunging positions, fencing positions. These positions, with modifications, are repeated with heel-elevation, single and double knee-bending, and with heel-elevation and knee-bending combined.

Starting positions of the arms, used in connection with the different movements of the body and its parts, are: Arms next sides, hands grasped backward, hands grasped backward with arms bent, hands placed on hips, arms bent to thrust, arms bent upward, hands placed on the chest, ditto on the shoulders, ditto behind the neck, single and double arm extensions forward, sideward, and upward.

The order or succession of types of exercises suggested for lessons consisting exclusively of free standing movements and exercises, designed to bring into use the various groups of the entire muscle-system with each recurring lesson, was stated in the November issue of the *COURSE OF STUDY*.

The order of direction followed in the execution of simple and complex movements and their combinations, when not otherwise determined by the type of movement, is forward, sideward, and backward, upward in front, and sideways. The same order of direction is indicated in different planes; i. e., height of ankles, knees, hips, chest, shoulders, head, and reach. The various movement combinations are of similar and dissimilar kinds. They are executed in alternate, intersected, and simultaneous order in the same, opposite, and different directions.

A position usually denotes a standing attitude, as a stride or step position. A movement corresponds to the action expressed in the respective command, as "raise!" or "sink!" An exercise consists of at least two distinct movements repeated rhythmically, as "raising" and "sinking." A movement as well as an exercise is termed

simple when involving only one form of action, as when a part, as the head or trunk, is flexed or rotated; or when two like parts of the body, as both arms, are raised and lowered; it is termed complex when involving more than one form of action, as in an extension with rotation of the arms. Simple movements and exercises of parts as a whole precede complex movements and exercises. Positions and movements, as well as changes in positions and movements, are practiced to command only. Rhythmical execution of "exercises," simple, complex, and combined, to signal or other accompaniment, follows only when warranted by good and accurate execution of positions or movements comprising an exercise. The different standing positions, as well as the starting positions of the arms, serve various purposes. The standing positions represent the bases, in a measure determining difficulty of execution and effects of exercises. The proper adaptation of the starting positions of the arms conduces to a concentration of effort.

### Springing Exercises

**APPARATUS, POSITION, START, ALIGNMENT:** Four or more rubber-covered spring-boards, with the highest edges placed in line on the off-side, at a distance of about ten feet from the head or front of a class in open order, numbering four or more files, eight to ten ranks\* deep, one arm's-length distance between ranks, and two arm's-length distance or more between files; four or more mats, placed lengthwise at a distance of two or more feet from the spring-boards (off-side). Pupils leave head of files for positions on boards and align in the rear of the class, passing left (or right) of files after execution of exercise upon the command "March," the class moving forward a step or two with each succession.

The jumping may be preceded by a review of the movements, occurring in the following order, in class practice: Arm and leg exercises practiced separately and together; the first arm movement, to the position on tiptoe, made in the direction of the jumping movement; the second arm movement, to the position with knees bent, made in the direction opposite to the jumping movement; the jump, arms carried in the direction of the jumping movement during the flight from board to mat. Practice forward, backward, and left and right.

\**Ranks* consist of successive numbers—1, 2, 3, 4—pupils standing next each other in "front order," counting from right to left. *Files* consist of all like numbers, pupils standing behind each other in "flank order."

## I.

START: Fundamental standing position on the board.

1. Raise arms forward to stand on tiptoe—*one!* Lower arms (position backward) and bend knees—*two!* Jump forward—*three, four.*

At "three" the pupils jump and swing the arms forward, straightening the body during the flight, and alight gently to bent-knee position, quickly resuming the fundamental position at "four." The landing must result in a proper standing position before the following order is announced.

Move boards backward two or three inches with each repetition (last rank) until "limit jump" of majority is reached. (Occasionally command upward, sideward, or side-upward swinging of arms to flight.)

2. Practice backward jumping over first distances.

Arms are swung in the direction of the jump. Ex.: Raise arms backward, on tiptoe—*one!* Arms forward, bend knees—*two!* Jump



backward—*three, four.* Arms are vigorously swung backward during the flight and lowered to resume the fundamental standing position.

3. Repeat jumping forward from a walking start, leaving the board with both feet.

(Exercises may be preceded by a double hopping start on the boards—girls.)

4. Repeat with running starts, landing on the board, as above, with both feet to jump.

5. Repeat exercises without boards and mats, marking starting and landing places.

## II.

Repeat exercises under I, hands weighted with dumb-bells (one or two pounds).

Swinging the arms vigorously in the direction of the jumping movement is effective in securing better execution.

## III.

Repeat exercises under I, executing movements (exercises) during the flight, as raising left, right, or both knees forward; legs (flexed) backward; side or cross striding, turning, with appropriate arm movements. Touch left, right, or both feet, knees raised forward, or legs raised backward (flexed), etc.

(Add exercises to the landing, as rolling over forward to stand—in connection with facings, etc.—for boys.)

## IV.

APPARATUS: Jumping standards, ropes one to three feet high over center of distance—raised one notch with each repetition.

1. Repeat above exercises.

2. Repeat exercises, moving jumping standards toward the board or mat. Increase distances; raise ropes. (Long high-jumping; high broad-jumping.)

APPARATUS: Jumping standards, boards, mats. (Boards placed close to mats; ropes resting over mats. Move standards forward when necessary.)

## I.

Jump as above, increasing height one or two notches with each repetition (until limit jump of majority is reached.)

Repeat, executing quarter facings left and right after clearing rope.

## II.

1. Repeat height-jumping, side-striding during flight. (Running starts.)

2. Repeat, executing facings (quarter and half facings) during flight.

## III.

Repeat, height-jumping, executing facings before clearing rope (clearing sideways, knees raised, or legs extending forward.)

## IV.

Height-jumping. (Standing, walking starts, short running starts.) [Always begin a few inches below the height all can jump.]

Repeat height-jumping over two ropes, three to six feet apart.

Repeat height-jumping between two ropes—one placed above the other, about four feet apart.

Repeat, decreasing space between ropes.

1. By raising lower rope, or by lowering upper rope.

2. By lowering uppermost and raising lower ropes.

3. By moving jumping standards closer.